

# FINAL BILL REPORT

## E2SSB 5841

---

### PARTIAL VETO

C 400 L 07

Synopsis as Enacted

**Brief Description:** Enhancing student learning opportunities and achievement.

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators Hobbs, McAuliffe, Rockefeller, Tom, Oemig, Kauffman, Regala, Kohl-Welles and Rasmussen).

**Senate Committee on Early Learning & K-12 Education**

**Senate Committee on Ways & Means**

**House Committee on Education**

**House Committee on Appropriations**

**Background:** In 2005, the Legislature created a steering committee (Washington Learns) comprised of legislators, the Governor, and others, and three sector advisory committees on which legislators and others served. The steering and advisory committees were directed to conduct a comprehensive study of early learning, K-12, and higher education; to develop recommendations on how the state can best provide stable funding for early learning, public schools, and public colleges and universities; and to develop recommendations on specified policy issues. The steering committee submitted an interim and a final report with recommendations to the Legislature.

One of the recommendations of the Washington Learns report was for the Office of the Superintendent of Public Instruction (OSPI) to implement a regional best practices demonstration project for English language learners that coordinates curriculum, assessment, teacher training, and family involvement.

Another recommendation was to create a project to redesign classrooms in grades K through 3 where children are grouped based on their abilities rather than follow automatic grade-to-grade promotion and are provided more exposure to arts, science, music, foreign languages, and other subjects.

The Washington Learns report also recommended support for high school career academies to enable 11th and 12th grade students to focus their studies and training on a particular occupational field. Academies could be supported by public-private partnerships of employers, industry associations, higher education institutions, and school districts.

As currently stated in statute, the goal of the Basic Education Act for Washington's schools is to "provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives." The statute then describes the four student learning goals that form the basis of Washington's learning standards.

School districts can offer a full-day kindergarten program, but the state's basic education funding model allocates monies for kindergarten students only for 180 half-days of instruction. Districts offering full-day programs can supplement their basic education monies with local dollars, student achievement funds, tuition payments, or other resources.

Instruction in world languages is not a state high school graduation requirement in Washington, although students seeking admission to one of the state's public four-year institutions of higher education must take two years of the same foreign language, Native American language, or American Sign language. Washington's Essential Academic Learning Requirements do not cover world languages. OSPI does not currently have a staff position dedicated to world languages.

Safety net funding is available to school districts with a demonstrated need for special education funding in excess of state and federal funding otherwise provided. Actual awards are based upon the cumulative need demonstrated on individual high-need student's worksheets. A state oversight committee for the special education safety net is established by rule and members are appointed by OSPI.

**Summary:** The Washington Learns' recommendations addressing the phase-in of voluntary all-day kindergarten programs, and demonstration projects in grades K-3 and English as a Second Language programs are modified and enacted. Additional expansion is made to the goal of the Basic Education Act; a tutoring program, a career pathway program, and a world languages supervisor is created. OSPI must streamline the special education safety net program.

The goal of the Basic Education Act is expanded to include references to students becoming respectful global citizens, exploring and understanding diverse perspectives, providing all students opportunities to achieve personal and academic success; and includes the development of a public school system that focuses on educational performance of students, which includes high expectations. The student learning goals are expanded to include references to different cultures and participation in representative government and finance.

Beginning in the 2007-08 school year, voluntary all-day kindergarten will be phased-in, beginning with the schools with the highest percentages of students qualifying for a free or reduced lunch. Program requirements are specified, including providing at least 1,000 instructional hours, providing a rich curriculum, and having connections with community early learning programs and parents. The all-day kindergarten program is not part of the Legislature's definition of "basic education." If funds are provided, OSPI must designate "lighthouse" all-day kindergarten programs to provide technical assistance to school districts.

Four demonstration projects, selected by OSPI based on criteria provided, will implement a comprehensive kindergarten through grade three foundation learning program. The resources provided for the program will be used to implement full-day kindergarten, class sizes of 18 students to one teacher, and the use of an instructional coach. At least two of the demonstration projects must be in schools participating in the Thrive-by-Five early learning partnerships in the Highline and Yakima School Districts, and one must be in the Spokane School District. The Northwest Regional Educational Laboratory (NWREL) will evaluate the projects; make recommendations regarding continued implementation and expansion of the

program; and report to the Legislature and others by November 1, 2008, and December 1, 2009.

English as a Second Language demonstration projects will be used to develop recommendations regarding competencies for teachers to be included in teacher preparation programs, professional development, and in job-embedded practices. The NWREL will conduct a literature review, a field study, and a project. The field study will be of an ongoing project in schools and school districts where Spanish is the predominate language other than English. The project will provide professional development and planning time in three schools, selected by OSPI, where there are many first languages among the students. NWREL must report to the Legislature and others by November 1, 2008, and December 1, 2009.

The Washington Community Learning Center Program is established, subject to funding, to provide students with tutoring and educational enrichment when school is not in session. If funding is provided, OSPI may provide grants or other support to schools and school districts. OSPI will evaluate the program and report to the Legislature by November 1, 2008, and December 1, 2009.

Subject to funding, OSPI will provide grants to support a nonprofit health organization and high school partnerships to create Career Pathways Programs in high-demand fields. Subject to funding, OSPI must assign at least one person to serve as a World Languages Supervisor, with specified duties. OSPI must streamline the application process to access special education safety net funds, provide technical assistance to school districts, and annually survey school districts regarding improvements to the process.

**Votes on Final Passage:**

Senate	48	0	
House	60	38	(House amended)
Senate			(Senate refused to concur)
House	62	36	(House amended)
Senate	34	14	(Senate concurred)

**Effective:** July 22, 2007

**Partial Veto Summary:** The creation of the Career Pathways Program in high-demand fields and the OSPI World Languages Supervisor were vetoed.